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Study-Discussion Programs; A Guide for their Selection and Use.

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This booklet assembles information on 28 programs which have been used effectively by discussion groups throughout the country and are available to others in printed or audiovisual form. Its purposes are to alert those planning community adult education programs to a variety of approaches and materials and to serve as a source of information for community leaders or librarians who plan adult education activities. The booklet describes the characteristics of each program and appraises its overall values; analyzes the materials available for the leader and participant; and indicates the level of its appropriateness to meet varying age and interest needs. The programs listed are those considered particularly effective for a series of meetings of informal groups. They have a common objective of promoting a discussion situation which has a maximum potential for study and reflection, for growth in understanding and an exchange of ideas, and for development of a continuing interest in a subject field. The programs discussed are of two types: (1) book centered, and (2) subject centered, which use films, recordings, and tapes in addition to books. Among discussion programs included are: "Armament and Disarmament," "Contemporary Moral Issues," "Parenthood in a Free Nation," "Readings in Economics and Politics," and "Discovering Modern Poetry". (se)

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STUDY-DISCUSSION PROGRAMS: A GUIDE FOR THEIR SELECTION AND USE

"Study-Discussion Programs: A Guide for Their Selection and Use" is a tool for the adult educator. It assembles essential information on twenty-eight programs which have been used effectively by discussion groups throughout the country and are available to others in printed or audiovisual form.

"Study-Discussion Programs" is designed to fulfill a number of functions. It and subsequent listings to be published in the *ASD Newsletter* will serve to alert all those who are planning community adult education programs to a variety of approaches and materials. It will be a source of information for community leaders who work independently in program planning and for libraries planning their own adult education activities.

"Study-Discussion Programs" is basically a selection and appraisal aid. It describes with clarity and precision the characteristics of each program, analyzes the materials which are available for the leader and the participant, appraises the overall values of a program, and indicates the level of its appropriateness to meet varying age and interest needs.

The programs which follow are those which are particularly effective for series of meetings of informal groups. They have a common objective of providing a discussion situation which has a maximum potential for study and reflection, for growth in understanding and an exchange of ideas, and for the development of a continuing interest in a subject field. The programs are generally of two types: 1) the book-centered program which may be based on one book, or a series of books, pamphlets, and documents, and 2) the subject-centered program which depends not only on books but on films, recordings, or tapes which add liveliness and fresh dimensions to a discussion period.

The programs included in this guide are a sampling of the many prepared program packets which are of current interest to the citizen. The selection does not include programs in the vocational, recreational, and avocational fields. Each of the programs meets one or more of the following objectives:

To contribute to the establishment of peace
To interpret effectively the meaning of democracy
To examine and understand the nation's economic problems
To improve and sharpen educational insights and values
To increase knowledge of individual behaviour and human relations
To broaden understanding of the impact of the scientific world on society
To encourage the study of the humanities

This publication was initiated by the Special Projects Committee of the Adult Services Division of the American Library Association and subsidized by the Fund for Adult Education. The impetus behind the project was a professional concern for a greater involvement on the part of librarians in study-discussion programming as a service to their communities. It was recognized that the techniques of study-discussion are not being used in all libraries due, in part, to the crowded schedules of busy librarians who do not have time to originate or develop an idea, to assemble and compare materials, or to judge the worth of a manual for discussion training purposes. The Special Projects Committee was convinced, and rightly so, that an important contribution to adult education could be made through a compilation of data on available prepared study-discussion programs.

The guide, however, does more than point to availability. The text is so arranged as to be of ready assistance to the person faced with the problem of choosing a topic and a method of presentation. The commentaries reaffirm the importance of outlines and manuals in the orientation and the continuing education of discussion leaders. There is no question of the value of this publication as a tool to restimulate the experienced but tired planner, encourage the newcomer to the study-discussion field, and remind all adult educators of the invaluable elements which go into well-organized programs based on expertly selected materials.

A special advisory committee was responsible for determining the scope, for approving the criteria and form, and for counseling with the editors. This committee set up thirty-nine points as a directive for program inclusion. These were comparable to the principles of book selection familiar to librarians but geared to the exacting requirements of group exploration of the ideas found in print and in other communication media. The content of each program was judged as a whole with particular attention directed to the suitability of materials for discussion and to the skill-developing aspects of the leaders' guides. Perhaps the most important single criteria in selection for the purpose of this publication was "Is the subject worth discussing?"

The Adult Services Division of the American Library Association, as the sponsoring agency, is indebted to many of its members for the planning and for the character of this guide. The Advisory Committee included Mrs. Florence S. Craig, Adult Services Librarian, Cleveland Heights-University Heights Public Library, Cleveland, Ohio; Dr. Leonard Freedman, Associate Director, University of California Extension, Los Angeles, California; Miss Ruth W. Gregory, Head Librarian, Waukegan Public Library, Waukegan, Illinois; Kenneth King, Director, Home Reading Services, Detroit Public Library, Detroit, Michigan; Mrs. Helen Lyman, Director, Library Materials in Service to the Adult New Reader Project, University of Wisconsin Library School, Madison, Wisconsin; Mrs. Elizabeth D. Norton, Consultant for Staff Development, Ohio State Library, Columbus, Ohio; and Mrs. Mary M. Spradling, Young Adult Department, Kalamazoo Public Library, Kalamazoo, Michigan. This committee took full advantage throughout the entire project of the experience and wise counsel of Miss Eleanor Phinney, former Executive Secretary of the Adult Services Division and now Executive Secretary of the Association of Hospital and Institution Libraries.

Major credit for the high quality of the content of "Study-Discussion Programs: A Guide for Their Selection

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and Use" goes to Miss Ida Gorhkin, the recently retired Coordinator of Group Services at the Akron Public Library, who assumed the burdensome but challenging assignment of selecting and assessing the programs which merited inclusion. The final editing was the skilled work of Miss Mildred Stibitz, Adult Services Consultant, New York State Library. The verification of bibliographic information was done by the staff of the Library of Continuing Education at Syracuse University under the direction of Roger De Crow.

The American Library Association has given to the Library of Continuing Education the complete set of these materials to be kept as a demonstration collection. They may be seen there, but cannot be borrowed and are not available from the Library. The Library of Continuing Education will feel itself responsible for keeping the collection up to date and in good condition.

RUTH W. GREGORY,
Chairman

ALPHABETICAL LIST OF PROGRAMS

American Theatre Wing Community Plays. National Association of Mental Health
Armament and Disarmament. Edited by Walter R. Fisher and R. D. Burns
Arms and Foreign Policy in the Nuclear Age. Edited by Milton L. Rakove
Basic Issues of Man. Center for Continuing Education, University of Georgia
Case Stories in American Politics. American Foundation for Continuing Education
Comparison and Evaluation of Current Disarmament Proposals. By Marion H. McVitty
Contemporary Moral Issues. Edited by Harry K. Girvetz
Discovering Modern Poetry. By Elizabeth Drew and George Conner
Exploring the Universe. Edited by Louise B. Young
Exploring the Ways of Mankind. By Walter Goldschmidt
Forces of Change Discussion Program. Center for the Study of Democratic Institutions
Great Books Discussion Program. Great Books Foundation
Great Decisions. Foreign Policy Association
The Immovable Middle Class. National Council of Jewish Women
Issues of the Sixties. Edited by Leonard Freedman
Jefferson and Our Times. American Foundation for Continuing Education
Metropolis—Values in Conflict. Edited by C. E. Elias, Jr. and others
Mystery of Matter. Edited by Louise B. Young, American Foundation for Continuing Education
National Purpose, America in Crisis
New China Policy. American Friends Service Committee
One To Grow On. National Congress of Parents and Teachers
Parenthood in a Free Nation. By Ethel Kawin
Plays for Living. Family Service Association
Power to Govern. American Foundation for Continuing Education
Prejudice, Mental Health and Family Life. By Nathan W. Ackerman
Readings in Economics and Politics. Edited by H. C. Harlan
The Root and the Branch. By Robert Gordis
Ways to Justice. By Walter Goldschmidt

SUBJECT INDEX

ANTHROPOLOGY
- Exploring the Ways of Mankind
- Ways to Justice

CENSORSHIP AND FREE SPEECH
- Case Stories in American Politics
- Jefferson and Our Times
- Power to Govern

CIVIL LIBERTIES
- Issues of the Sixties

COMMUNITY PROBLEMS
- Case Stories in American Politics
- Metropolis—Values in Conflict
- One To Grow On
- Plays for Living

EDUCATION
- Case Stories in American Politics
- The Immovable Middle Class
- Jefferson and Our Times

ETHICS AND RELIGION
- Basic Issues of Man
- Contemporary Moral Issues
- Great Books Discussion Program
- The Root and the Branch

FAMILY RELATIONS
- American Theatre Wing Community Plays
- Parenthood in a Free Nation
- Plays for Living

HUMAN RELATIONS
- Plays for Living
- Ways to Justice

INTERNATIONAL RELATIONS
- Armament and Disarmament
- Arms and Foreign Policy in the Nuclear Age
- Comparison and Evaluation of Current Disarmament Programs
- Forces of Change
- Great Decisions
- New China Policy

JUSTICE AND LAW
- Case Stories in American Politics
- Jefferson and Our Times
- Power to Govern
- Ways to Justice

LITERATURE AND THE ARTS
- Basic Issues of Man
- Discovering Modern Poetry
- Great Books Discussion Program

MENTAL HEALTH
- American Theatre Wing Community Plays
- Prejudice, Mental Health and Family Life

POLITICS AND CITIZENSHIP
- Basic Issues of Man
- National Purpose
- Power to Govern
- Readings in Economics and Politics

POVERTY
- Forces of Change Discussion Program
- The Immovable Middle Class
- Issues of the Sixties

PREJUDICE AND DISCRIMINATION
- Case Stories in American Politics
- Forces of Change Discussion Program
- The Immovable Middle Class
- Issues of the Sixties
- Prejudice, Mental Health and Family Life

RELIGION IN THE SCHOOLS
- The Root and the Branch

SAFETY
- One To Grow On

SCIENCE
- Basic Issues of Man
- Exploring the Universe
- Forces of Change Discussion Program
- Mystery of Matter

URBAN LIFE
- Case Stories in American Politics
- Forces of Change Discussion Program
- The Immovable Middle Class
- Issues of the Sixties
- Metropolis—Values in Conflict

AMERICAN THEATRE WING COMMUNITY PLAYS

THE AMERICAN THEATRE WING COMMUNITY PLAYS are dramatizations planned to promote an understanding of, and interest in, problems of mental health as they are related to the family and the community.

Description

The five plays in this series were written by professional playwrights in cooperation with specialists in the field of mental health. Each play deals with a different problem connected with parent-child relationships or with mental illness.

The casts are usually small, requiring from four to six people, costumes and props are simple, and no scenery is needed. Producing packets include the number of scripts needed and production information with a diagram of the stage. Single scripts may be purchased for review.

The plays are:

Which Way Out. About the crippling effect of a father's emotional illness on his two high school-age children.

Return to Thine Own House. About the plight of many recovered mental patients when they return to their community.

The Case of the Missing Handshake. About the perplexing dilemma of children's manners.

And You Never Know. About a series of minor crises arising from a 12-year-old daughter's jealousy of her younger sister.

The Picnic Basket. How a former mental patient is helped by a vocational rehabilitation counselor.

Each play takes from twenty to twenty-five minutes and should be followed by a discussion period. A discussion guide for each play includes information about the problem—its nature, characteristics, and causes—and suggested questions to stimulate discussion.

Appraisal

These are penetrating portrayals of some of the problem situations facing young people and their parents and recovered mental patients. The use of the plays to show the pattern of behavior will make it easier to hold a frank discussion and thus to develop better understanding and attitudes.

Program Potential

The plays are designed to be used by PTA's, church groups, YWCA's and YMCA's, intergroup relations clubs, and mental health organizations. Community leaders, teachers, parents, social workers, and youth workers will find them of interest.

Bibliographic Note

Scripts and Producing Packets distributed by the National Association for Mental Health, 10 Columbus Circle, New York, N.Y. 10019. Producing packets contain the number of scripts needed and complete production information.

Which Way Out. Producing Packet, $3.50; Single Script (for review only) 75¢. Detailed discussion guide included in packet.

Return to Thine House: Producing Packet, $7; Single Script (for review only) $1.25. Permission from State or local Mental Health Association is required for each performance of the play.

The Case of the Missing Handshake: Producing Packet, $5; Single Script (for review only) $1.

And You Never Know: Producing Packet, $4.50; Single Script (for review only) $1.

The Picnic Basket: Produced by the Office of Vocational Rehabilitation, U.S. Department of Health, Education, and Welfare, $1.

ARMAMENT AND DISARMAMENT: THE CONTINUING DISPUTE

ARMAMENT AND DISARMAMENT: THE CONTINUING DISPUTE presents diverse opinions concerning armament and disarmament in order to help the citizen make more intelligent decisions.

Description

The material for this program consists of a book of selections, edited by Walter R. Fisher and Richard Dean

Burns of California State College at Los Angeles, and an instructor's manual and discussion leader's guide, prepared by Walter R. Fisher.

The selections are from essays, speeches, Congressional hearings, newspaper and magazine articles, and scientific and military reports. They present a wide range of points of view, including those of John F. Kennedy, Barry Goldwater, Sidney Hook, Walter Millis, Nikita Khrushchev, Eugene Burdick, The National Committee for a Sane Nuclear Policy, and the Americans for National Security. A footnote to each article gives the authority, background, and source of the selection.

The book contains two sections. Part I, *Armament,* asks the questions: Does Deterrence Deter? Are We Strong Enough? To Test or Not to Test? Can Future Wars Be Kept Limited and Non-Nuclear? How Likely Is War by Accident? Part II, *Disarmament,* includes: Can Disarmament Become a Reality? Can Inspection Be Foolproof? Does the Spread of Nuclear Weapons Threaten the Peace? Can We Afford Disarmament? An *Epilogue* asks, How Is A Warless World To Be Controlled?

The leader's guide is arranged for a program of eleven two-hour sessions, with readings for each ranging from twenty-five to fifty pages. The guide includes a few general remarks on conducting discussion groups, brief comments on each topic, and suggestions for the most effective approach to discussion of the main issues. Questions are supplied and relevant statements are quoted from the text. A bibliography, prepared by Richard Dean Burns, is included.

Appraisal

The subject matter of this program is of great current interest and deals with the most controversial aspect of the problem of war and peace. Because the selections present a great variety of opinion by authoritative and experienced leaders in the field, it provides ample opportunity for informed discussion.

The statements quoted in the guide are carefully selected to point up the important aspects of the controversy. The questions are provocative and will stimulate thought. The inclusion of a bibliography will encourage more intensive reading for better informed discussion.

A trained leader would be helpful in discussing this controversial subject.

Program Potential

This program will be of interest to well-informed adults in church, YMCA, YWCA, university, and library community groups.

Bibliographic Note

Book: *Armament and Disarmament: the Continuing Dispute,* edited by Walter R. Fisher and Richard Dean Burns. Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, California 94002. c1964. 376p. $4.95 (paper). See below for discount policy.

Instructor's Manual and Discussion Leader's Guide for Armament and Disarmament, by Walter R. Fisher. Wadsworth Publishing Company, Inc. c1964. 25p. 50¢ each.

Discount policy—Orders placed by or through libraries: 1-19 copies: 10 per cent discount, F.O.B. point of shipment; 20 or more copies: 20 per cent discount, F.O.B. point of shipment.

Orders placed by individuals: 1-19 copies: no discount, F.O.B. point of shipment; 20 or more copies: 20 per cent discount, F.O.B. point of shipment.

NOTE: *No discounts available on Instructor's and Discussion Leader's Manuals.*

ARMS AND FOREIGN POLICY IN THE NUCLEAR AGE

The purpose of ARMS AND FOREIGN POLICY IN THE NUCLEAR AGE is to re-examine the basic concepts of foreign policy in the light of the development of nuclear weapons and of the need to consider new and different approaches to political, social, technological, and moral problems.

Description

This program is based upon a collection of articles, essays, letters, speeches, and selections from books of poetry and fiction. It is edited by Milton L. Rakove. The material is arranged in ten sections, of fifty to sixty pages each, to be used in a program of ten sessions.

The sections are:

I. Introduction: The Blowing Up of the Parthenon by Salvador de Madriaga
II. The Nature of International Politics
III. What Causes War?
IV. Force and Foreign Policy
V. The Cold War
VI. Thermonuclear War
VII. Limited War
VIII. Arms Control
IX. Disarmament
X. The Prospects Before Us

Each section, except the first, contains material from many different authors of varying views and many different periods. Some of the writers represented are Plato, Plutarch, Tolstoy, Reinhold Niebuhr, Khrushchev, Walter Lippmann, E. E. Cummings, Nevil Shute, and Stephen Vincent Benet.

Appraisal

The topics selected are of crucial concern and importance. Because the material presents a variety of opinions on international relations in the nuclear age, it provides ample opportunity for informed discussion. The use of fiction, poetry, and letters shows that the subject concerns poets and novelists as well as scientists and politicians.

There is no guide available but the material lends itself to discussion, particularly with an experienced leader. A bibliography would have added to the value of the program and encouraged further reading.

Program Potential

Groups of scientists, teachers, church members, and ministers, as well as political science clubs, service clubs, university extension courses, and library community groups will find this a stimulating program.

Bibliographic Note

Book: *Arms and Foreign Policy in the Nuclear Age,* edited by Milton Rakove. The American Foundation for Continuing Education, Box 219, Aspen, Colorado 81611.

c1964. 635p. $2.75, with a 10 per cent discount on orders of ten or more.

BASIC ISSUES OF MAN

THE BASIC ISSUES OF MAN is a program which attempts to identify, recognize, and explore persistent problems and issues posed in today's world.

Description

The material for the program consists of a boxed series of six essays by members of the faculty of the University of Georgia with a *Program Manual* and twelve 16mm. sound films.

Each essay is concerned with a certain aspect of man—his nature, his social and political life, or his encounters with the problems of existence as interpreted in art, science, and philosophy. Each includes a statement of the purpose and intent of the essay, the approach to be used, suggested readings, and a brief biography of the author.

The films point up the persistence of the problems discussed in the essays and show that people do not agree about them or their solutions. They are:

Nature of Man. The remains of Mayan and Aztec cultures are shown existing side by side with modern industrial society to point out the universality of the problems in the study of man.

Final Thaw. A conversation among four people deals with the question: Am I a free individual? or, Who am I and how do I account for myself?

Sometimes Harmonious, Sometimes Not. An impressionistic style is used to satirize the major forces which make a society and to ask: Does an individual change society or does society mold him?

Step by Step. The film examines the life of an individual who has received the rewards of society and his fight against social change.

A Political Animal. A thoughtful, inquiring person examines the issues in conflict between democracy and totalitarianism and debates within himself the proper function of the state.

Public Hearing. This film uses a simulated Congressional hearing to illustrate how Congress exercises its functions. The contrast with the operation of the Soviet system is shown in the form of a report from a defecting Russian.

Composition: in Three Parts. The creative process is shown as it applies to all man's activities: in industry, in production, and in the fine arts. In the final part, a conductor examines and defines the nature of the artist and the creative process.

Pegasus Without Wings. This film deals with the acceptance or lack of acceptance of art and how this affects a community.

The Return of Prometheus. This film defines science, points out the difference between pure and applied science, and shows man's responsibility for the use and misuse of its fruits.

There Be Dragons. The concern with the wise use of scientific development, shown in *The Return of Prometheus,* is continued as a fantasy sequence depicts a hospital delivery room and the birth of a baby.

The Sentence Is Life. A fantasy argues the value of philosophy—asking what it is, whether it is of any use, and whether the common man need be concerned with it.

The Golden City. This film pictures the standardized affluent society but shows the deception, stagnation, and uncertainty beneath the golden glow. It asks, Can man rise to the challenge of building a satisfying but continuously changing society.

The program manual provides the rationale of the program. It includes a list of the issues covered in the six essays, program participation suggestions, and a recommended bookshelf of supplementary readings. It describes in detail the content and style of presentation of the films and relates each one to the text.

Appraisal

The program will have genuine interest for those concerned with many questions relevant to understanding the role of the individual in society. The essays are perceptive and well-organized. They bring new insights to the consideration of the nature of man and society and present a perspective on the characteristics that shape man's development. They may be used without the films.

The films use realistic, impressionistic, and symbolic approaches to the presentation of difficult philosophic concepts, and their quality ranges from fresh and creative to pedestrian and obvious. It would be difficult to use the films without the essays which should be read before the films are viewed.

The *Program Manual,* through its introduction to the essays and description of the films, will be of help to the leader and participants. An experienced leader would add a great deal to the program.

Program Potential

This program is primarily for the advanced reader and the mature adult. It can be used with teachers, students, adult educators, ministers, and university extension classes.

Bibliographic Note

Books: *Basic Issues of Man,* a boxed series of six essays prepared by the University of Georgia Center for Continuing Education, Athens, Georgia. 1961. 6 vols. and program manual, $7.98 (includes tax and mailing charges).

Program Manual for Basic Issues of Man, by Thomas W. Mahler and Gerald L. Appy. Included in *Basic Issues of Man.*

Films: *Basic Issues of Man,* a series of twelve films. Twenty-nine minutes each, black and white. Indiana University, the Audio-Visual Center, Bloomington, Indiana 47401. Rental $5.40 (plus postage) for each title. Or, University of Georgia Center for Continuing Education, Athens, Georgia. Rental $10 (plus postage) for each title.

CASE STORIES IN AMERICAN POLITICS

CASE STORIES IN AMERICAN POLITICS is intended to provide an opportunity for a better understanding of some important national and local political problems.

Description

The material for the program consists of a series of pamphlets, each giving a case history in a dramatic story

form that will involve the participant. Each presents a variety of views which raise political and social issues, and shows the choices that must be made. Each ends with the question, "How would you vote?" or, "What would you do in the situation?"

The pamphlets are:

No. 1. *The Case of the Lively Ghost* by Robert A. Goldwin and Don Shoemaker. (1956, 48p.) This concerns desegregation in the public schools.

No. 2. *The Case of the Handcuffed Sheriff* by Edward C. Banfield. (1957, 22p.) A difficult decision faces a newly-elected sheriff who must make appointments on a patronage or on a merit system.

No. 3. *The Case of the Impenetrable Cloud,* edited by Robert A. Goldwin, Gerald Stourzh, and Ralph Lerner. (1957, 49p.) A selection of articles and documents concerning the decision to drop the atomic bomb on Japan.

No. 4. *The Case of the Toppling Idol,* edited by Gerald Stourzh. (1958, 54p.) Articles and documents that show the choices that faced the responsible leaders during the Hungarian Revolution of 1956.

No. 5. *The Case of the Lengthening Chain* by Charles K. Stewart, Jr. and Robert A. Goldwin. (1959, 44p.) The story of a grand jury that must weigh the evidence of unfair competitive practices by the owner of a chain of supermarkets.

No. 6. *The Case of the Blighted City* by Edward C. Banfield. (1959, 39p.) A newspaper reporter has a special assignment to find all the facts, economic and social, underlying a slum clearance, urban renewal program.

No. 7. *The Case of the Censored Librarian* by Walter F. Berns. (1959, 30p.) A public library board must decide how to deal with the selection of books, especially those considered "obscene."

No. 8. *The Case of the Golden Door* by James F. Davidson. (1960, 41p.) Hearings by a Senate Committee on changes in the immigration law that will affect the lives of many people in- and outside of the United States.

Appraisal

Each pamphlet is by an authority in the field and different views are presented and discussed. This rouses interest in the problem and lends itself to stimulating discussion.

The simple, concise dramatic presentation of the issues makes for interesting reading and, since the material is short, it may be used as a skit or in role-playing for beginning groups.

A bibliography of suggested readings would have added background and encouraged further study of the topics.

Program Potential

This program will be very useful in churches, labor unions, YMCA's, YWCA's, social agencies, service clubs, and youth groups, as well as library community discussion groups.

Bibliographic Note

Pamphlets: *Case Stories in American Politics,* a series of eight pamphlets. American Foundation for Continuing Education, Box 219, Aspen, Colorado 81611. 50¢ each; set of 8 (paper) $4. Discount on multiple orders.

COMPARISON AND EVALUATION OF CURRENT DISARMAMENT PROPOSALS

COMPARISON AND EVALUATION OF CURRENT DISARMAMENT PROPOSALS is a program for the examination of current United States and USSR disarmament proposals and their comparison with the Clark-Sohn Plan.

Description

The comparison and evaluation of disarmament proposals is a paperback volume prepared by Mrs. Marion McVitty, an accredited nongovernmental representative to the United Nations for the World Association of World Federalists and editor of *The Independent Observer,* a newsletter reporting on the UN. A *Leader's Guide* accompanies the comparison and a volume containing the texts of the current proposals is available.

The program is planned for two to six meetings, each based on six to eight pages of readings from the *Comparison and Evaluation* with reference to the documents in *Current Disarmament Proposals.* The length of the sessions depends upon the amount of material used and the time available.

The *Comparison* consists of brief chapters, each summarizing one phase of disarmament as it is outlined in the American and Russian proposals and comparing it to the same topic in the Clark-Sohn Plan. The titles of the chapters are: "The Problem of Mutual Mistrust"; "Character of the International Peace Force"; "Responses to Violations"; "Peaceful Settlement of International Disputes"; "Financing and Development Funds"; "Structures of an Appropriate Control Authority"; "Participation and Consent"; "Nature of a Disarmed and Warless World"; "Amendments and Peaceful Change."

The Leader's Guide is for the use of both leaders and participants. It provides questions for each chapter and includes a brief bibliography for further reading. There are about thirty questions for those interested in a six-session series. Sixteen questions are marked for those who wish a brief introductory program.

Current Disarmament Proposals as of March 1, 1964 contains an introduction by Justice William O. Douglas and the following documents:

1. Text of the Draft Treaty on General and Complete Disarmament under Strict International Control, presented by the USSR on September 24, 1962, and amended on February 4, 1964.
2. Outline of Basic Provisions of a Treaty on General and Complete Disarmament under Strict International Control, submitted by the USA on April 18, 1962, and amended on August 6 and 8, 1962, and on August 14, 1963.
3. Draft of Treaty Establishing a World Disarmament and World Development Organization within the Framework of the United Nations, as proposed by Grenville Clark and Louis B. Sohn.

Appendix A. Text of the Final Communique Issued at the Close of the Conference of the Prime Ministers of

the British Commonwealth in London on March 17, 1961.

Appendix B. Text of the Joint Statement of Agreed Principles for Disarmament Negotiations of the Soviet Union and the United States Dated September 20, 1961. (The McCloy-Zorin Agreement)

Appendix C. Text of Partial Test Ban Treaty Banning Nuclear Weapons Tests in the Atmosphere, in Outer Space, and Under Water (Signed in Moscow on August 5, 1963, and entered into force on October 10, 1963)

Appraisal

Although the *Comparison* describes and compares the three disarmament proposals (American, Russian, and Clark-Sohn), the Clark-Sohn Plan receives the most consideration.

The value of the program lies in its detailed study of the original drafts on disarmament and, although the pamphlet can be used as a basis for discussion without reference to the documents, the discussion would be considerably strengthened by the use of the full text as found in the supplementary materials.

The questions in the *Leader's Guide* have been carefully prepared.

Program Potential

The program is intended for use with the general public for information and for discussion of these disarmament proposals. It is suitable for high school students, world affairs clubs, and community discussion groups in churches and libraries.

Bibliographic Note

Book: *Current Disarmament Proposals as of March 1, 1964.* World Law Fund, 11 W. 42nd St., New York, New York 10036. 1964, 195p. $1; 5 or more copies 80¢ each.

Booklet: *A Comparison and Evaluation of Current Disarmament Proposals* by Marion H. McVitty. World Law Fund. 1964, 43p. 50¢ (paper); 5 or more copies 40¢ each.

Pamphlet: *Suggested Questions for Study of Disarmament Issues.* World Law Fund. 1964, 14p. 15¢; 5 or more copies 10¢. (*N.B.* This material is included with the booklet listed above, but additional copies are available at the prices given.)

CONTEMPORARY MORAL ISSUES

CONTEMPORARY MORAL ISSUES is planned to provide an opportunity for discussion of the moral basis of some of the crucial problems of contemporary society.

Description

The materials include a book of selections edited by Harry K. Girvetz, professor of philosophy at the University of California in Santa Barbara, and an *Instructor's and Discussion Leader's Manual.*

The book consists of selections from forty-five authors and is taken from magazine articles, newspaper columns, and court decisions. A note on the author's background and experience precedes each selection and a footnote gives the source of the selection.

The selections are grouped under six headings, each with a brief introductory comment suggesting the main problem areas and pointing up the differences of opinion represented. The topics covered are: national security, internal security, values in a business society, sexual conduct, church and state, and discrimination against the Negro.

The leader's guide is organized for an eleven-session program but can be arranged for sixteen sessions if all the material is used. The length of the readings for each session ranges from twenty to fifty pages, depending on the type of material and the topic. The guide also includes a few general principles for effective discussion, brief comments on each of the topics, suggestions for the most fruitful approach to the discussion of the main issues, questions and statements from the text.

Appraisal

The topics selected for consideration are of importance and current interest and are presented in terms of their moral implications for the individual in our society. Because the presentation includes a variety of viewpoints, there is ample opportunity for a broad view of the subjects under discussion.

The leader's guide is arranged by topic and includes helpful suggestions for the leader in preparing for the discussion. The questions are provocative and encourage the discussion of the issues as they relate to the individual in his own community. The statements quoted also stimulate discussion of the ideas presented.

Program Potential

This program would appeal to well-informed adult groups in churches, YMCA's, YWCA's, and libraries, and in college classes.

Bibliographic Note

Book: *Contemporary Moral Issues,* edited by Harry K. Girvetz, 2nd ed. Wadsworth Publishing Company, Inc., 10 Davis Drive, Belmont, California 94002. c1968. $4.95 (paper).

Manual: *Instructor's and Discussion Leader's Manual for Contemporary Moral Issues,* rev. ed., by Leonard Freedman. Wadsworth Publishing Company, Inc. c1968.

Discount policy—Orders placed by or through libraries: 1-19 copies: 10 per cent discount, F.O.B. point of shipment; 20 or more copies: 20 per cent discount, F.O.B. point of shipment.

Orders placed by individuals: 1-19 copies: no discount, F.O.B. point of shipment; 20 or more copies: 20 per cent discount, F.O.B. point of shipment.

NOTE: *No discounts available on Instructor's and Discussion Leader's Manuals.*

DISCOVERING MODERN POETRY

DISCOVERING MODERN POETRY is designed to help participants explore the nature, preoccupations, major themes, and characteristic forms of expression of the major modern poets.

Descriptions

The program consists of ten sessions each based on a reading of fifteen to twenty pages in *Discovering Modern Poetry* by Elizabeth Drew and George Conner. A two-record album of poets reading their own poetry and a discussion leader's guide are also available.

The book is divided into three sections. Section I explores poetry under the following themes: The Modern World as Seen by the Poets; The Theme of Frustration;

Childhood and the Loss of Innocence; Men and Doubt; Doubt and Struggle; War and Nature; The Humanistic Acceptance; The Mystic Vision; The Religious Transcendence; and The Poets and Poetry. Each part contains a brief introductory essay on the theme, which is followed by the poems and comments.

Section II contains poems for further study; and Section III consists of criticism and commentary. Among the many modern poets whose works are included are Yeats, Frost, Auden, Spender, Archibald MacLeish, T. S. Eliot, Theodore Roethke, Karl Shapiro, and Dylan Thomas. A selected list of books useful for further reading and an index are included.

The recordings are: *The Poets Read,* with John Crowe Ransom, Dylan Thomas, and William Butler Yeats reading their poetry, and *T. S. Eliot Reads,* in which Eliot reads his "Preludes," "The Love Song of J. Alfred Prufrock," "Marina," and "Ash Wednesday."

The *Discussion Leader's Guide* is in two parts. The first explains how to use the guide and includes the principles of leadership and discussion methods. It suggests ways of using the recordings to enrich the program. The second part gives some pointers on discussing poetry and notes on the major poems.

Appraisal

The brief but cogent introductory essay defines the nature and function of poetry and explains why some modern poetry is difficult to understand. Using familiar poems, the authors show how the mood, temper, subject, and form of poetic materials reflect the changes in society, as the poet sees and interprets these changes.

The authors have used their own delight in poetry to encourage others to search for meaning and personal satisfaction in reading modern poetry. The poems selected are relevant to the themes and are analyzed for greater insight and appreciation. Provocative questions are interspersed through the text.

The *Discussion Leader's Guide* gives pointers for discussing poetry that are lucid and instructive. A genuine interest in poetry and a background in literature are important assets in the leader.

Program Potential

Poetry clubs, reading-aloud groups, writing and manuscript societies, women's literary clubs, library book discussions, community and extension groups will find the program useful in developing appreciation and understanding of modern poetry.

Bibliographic Note

Book: *Discovering Modern Poetry,* by Elizabeth Drew and George Connor. Holt, Rinehart and Winston, 383 Madison Ave., New York, New York 10017. c1961. 426p. $5.95 (paper).

Guide: *Discussion Leader's Guide for Discovering Modern Poetry* by Elizabeth Drew and George Connor. American Foundation for Continuing Education, Box 219, Aspen, Colorado 81611. 111p. (spiral binding) $1.

Recordings: 33⅓ rpm. Caedmon, 277 Fifth Ave., New York, New York 10018 or, Indiana University, The Audio-Visual Center, Bloomington, Indiana 47401. $7.50.

EXPLORING THE UNIVERSE

EXPLORING THE UNIVERSE is planned "to assist the thoughtful adult to develop a deeper understanding of the nature, methods, and the limitations of science as the basis for sound judgments on public policy." (Introduction)

Description

The program is planned for eleven sessions based on readings from *Exploring the Universe,* edited by Louise B. Young. A discussion guide is available. This is Unit One of an American Foundation for Continuing Education project entitled, "The Citizen and the New Age of Science."

The readings are arranged to show how scientific ideas develop, how science works, under what conditions important advances are made, and why and how scientific theories change from time to time. The material deals mainly with the fields of astronomy and physics and is grouped under these main questions: What is the nature of science? Is there a scientific method? Is there an order in nature? Is truth scientific? What is scientific fact? Is there a limit to man's understanding of nature? Are theories true? How was the universe created? Is there other life in the universe? Why explore space? What are the values and limitation of science?

Each part is thirty to forty pages long and contains selections from the writings of many important scientists, from the early discoverers to those of the present day. Each section begins with descriptive and expository essays on a particular concept and then turns toward an exploration of its religious, philosophic, and social aspects. A variety of opinions is represented.

The book is illustrated with charts, graphs, and diagrams and includes biographical sketches of the authors, a glossary of terms, and an index. Each part has "questions to consider" and a brief list of books for further reading.

The discussion guide includes tips for leaders and suggestions for questions to encourage discussion.

Appraisal

The readings present important information on relevant and related questions and the essays in each part complement one another, bringing the problem into focus by indicating its scope and the different points of view on it. The questions are of deep concern to the general public, but some background in science is presupposed.

The discussion guide's suggestions for the leader are helpful and the questions to stimulate discussion are thoughtful.

Program Potential

Science clubs, engineering and scientific societies, adult education organizations, university extension and service clubs will find this program of interest. Young people will find it challenging.

Bibliographic Note

Book: *Exploring the Universe,* edited by Louise B. Young. Prepared by the American Foundation for Continuing Education. McGraw-Hill Book Company, 330 W. 42nd St., New York, New York 10036. 457p. $7.95; $5.50 text ed. (soft cover).

Guide: *Discussion Guide to Exploring the Universe,* compiled by Stanley A. Gill. American Foundation for Continuing Education, Box 219, Aspen, Colorado 81611. 1963. 30p. $1.

EXPLORING THE WAYS OF MANKIND

EXPLORING THE WAYS OF MANKIND is designed to help participants gain a perspective on the problems of our society by examining a number of others, including primitive, modern American, and contemporary Western civilization.

Description

Twelve weekly sessions of about two hours each are based on a book of readings and thirteen half-hour recordings, which may be used together or independently. A discussion leader's guide is available.

The basic text, *Exploring the Ways of Mankind,* is edited by Walter Goldschmidt, Professor of Anthropology and Sociology at the University of California in Los Angeles. It contains about sixty essays that examine aspects of human behavior under the following headings: culture, language technology, education, the family, groups, status and role, authority, values, religion, ethics, art, and society. The writers include Ruth Benedict, Clyde Kluckholm, Ralph Linton, Robert S. Lynd, Margaret Mead, Lewis Mumford, and other authorities.

In each section a general discussion of the concept is followed by illustrations from primitive societies which are compared to contemporary civilization. Each includes an introductory essay, notes that give the source, date, and authority of the original work, and suggestions for further reading. The sections are from forty to fifty pages long. There is an index.

The recordings, *The Ways of Mankind,* are dramatizations based upon topics considered in the text:

Culture: *Stand-In for a Murderer* by Len Peterson
Language: *A Word in Your Ear* by Lister Sinclair
Technology: *Survival* by Eugene S. Hallman
Education: *Desert Soliloquy* by Len Peterson
Values: *When Greek Meets Greek* by Lister Sinclair
Groups: *You Are Not Alone* by George Salverson
Family: *Home Sweet Home* by Len Peterson
Ethics: *The Case of the Sea-Lion Flippers* by Lister Sinclair
Authority: *Legend of the Long House* by Lister Sinclair
Status and Role: *All the World's a Stage* by Lister Sinclair
Arts: *I Know What I Like* by Lister Sinclair
Religion: *Sticks and Stones* by Len Peterson
Society: *A Summing Up: Museum Man* by Lister Sinclair

The discussion leader's guide is based upon the readings and the records. It contains information on the purposes and methods of study-discussion programs, suggestions for handling adult groups, some special discussion problems, and how to evaluate leadership. It also provides selections to use in an introductory session before the material is available and suggests questions on each topic.

Appraisal

The material is carefully selected and carries a high level of interest, primarily for the advanced reader. The recordings are exciting story-telling, fully documented and extremely well produced with appropriate musical background.

The leader's guide has excellent material on leading discussion and the suggested questions are provocative and stimulating.

Program Potential

The program is designed for reading-listening-discussion. The readings are for concerned and mature participants—university extension courses, church leaders, alumni groups, civic leaders, and adult educators. The recordings can be used by women's clubs, service organizations, library community groups, labor unions, and young people.

Bibliographic Note

Book: *Exploring the Ways of Mankind* by Walter Goldschmidt, Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, New York 10017. c1960. 700p. $6.95 (paper).

Guide: *Discussion Leader's Guide to Exploring the Ways of Mankind* by Walter Goldschmidt. American Foundation for Continuing Education, Box 219, Aspen, Colorado 81611. c1961. 74p. $1.

Recordings: *Ways of Mankind,* 13 long-playing recordings, 33⅓ rpm., edited by Walter Goldschmidt, produced under the supervision of the National Association of Educational Broadcasters. c1954-55. Available from Indiana University, The Audio-Visual Center, Bloomington, Indiana 47401. Purchase, $12.50.

FORCES OF CHANGE DISCUSSION PROGRAM

The purpose of the FORCES OF CHANGE DISCUSSION PROGRAM is to encourage "a true national debate on man's survival in view of new weapons, new technology, and old prejudices."

Description

The material for the program consists of two sets of packets, six for the *First Series Seminars* and eight for the *Second Series Seminars.* Both sets are available in full or condensed form. A bimonthly publication, *The Center Magazine* from the Study of Democratic Institutions, is available as is a discussion plan.

The titles of the first series are: *"What Do We Face?"; "Race and Rights"; "War and Peace"; "Men and Machines"; "Some Guideposts to Peace, Plenty, and Purpose"; "Local and National Applications."* The second series includes: *"War and Peace"; "Human Rights";* and *"Men and Machines."*

The selections included in the packets present the views of many different authorities on the fundamental problems of the day. Each packet also contains a memorandum with questions for discussion and a bibliography of books and pamphlets for further reading. The condensed plans use the same topics but supply a smaller selection of material on each.

The frequency of meetings and the time spent on each seminar are left to the group to decide. The materials provided could occupy a season or a year, depending on the interest of the members.

Appraisal

The topics selected for discussion are urgent and timely. Each author represented gives his own opinion of the issue and points out his way toward a solution or means of understanding the significance of the problem.

The material varies in reading level. Some of the selections are scholarly and require a background in science or economics; others are reprints from magazines or pamphlets that are easy to read. A trained discussion leader would be helpful in bringing the ideas and issues into clearer focus.

The memorandum which is enclosed in each packet includes searching questions that will be very useful in the discussion. They include questions of general application as well as those geared to a specific topic. The bibliographies are good and will encourage further reading and research on the topic considered.

Program Potential

Churches, social agencies, labor unions, United Nations organizations, service clubs, political science clubs, and young adults will find this program stimulating. University extension and library community groups can use it with their more mature and advanced readers.

Bibliographic Note

Forces of Change Discussion Program. Center for the Study of Democratic Institutions. (Fund for the Republic, Inc.) Box 406B, Santa Barbara, California 93103. 1965-66.

A. *First Series Seminars*—Leaders' Resource Materials. Set of six packets, $10. Condensation of this series, $5.

B. *Second Series Seminars*—Leaders' Resource Materials. Set of six packets, $10. Condensation of this series, $5.

Bimonthly publication: *The Center Magazine,* $10 a year.

Center Discussion Groups. For an outline of a discussion plan using Center Materials, write to Frank K. Kelly, Vice President, Center for the Study of Democratic Institutions, Box 4068, Santa Barbara, California 93103.

GREAT BOOKS DISCUSSION PROGRAM

The purpose of the GREAT BOOKS DISCUSSION PROGRAM is to encourage the reading and discussion of the great books of all time.

Description

Great Books discussions are based on materials selected by the Great Books Foundation, a nonprofit educational organization, and sold to members of the groups, who meet every two weeks. Boxed sets of paperbound books and pamphlets to be used in sixteen discussions a year are available for first through ninth year groups.

The readings vary in length and may include complete plays and novels, or parts of philosophical and religious classics. Each set is arranged chronologically, beginning with early Greek and Roman writings and including important books down to the present. The readings become progressively more difficult each year.

The Foundation, with a local group as cosponsor, provides a training course, a manual, and *Readers' Aids* for volunteer leaders, two of whom are needed for each group. The course is free and consists of six to eight two-hour sessions, usually held weekly. The *Manual for Co-Leaders* contains material on the basic elements of reflective thinking in discussion, the process of discussion, and the responsibilities of a co-leader. It also supplies a transcript of a prediscussion and a discussion, a statement about the purpose and method of leading Great Books discussion, and a guide for participants.

In the *Readers' Aids* questions are arranged by topics and refer to the text, the meaning of the author, and the interpretation or meaning to the participant. Readings are compared to those of the previous year and to others in the current series. The questions encourage careful reading of the material by constant reference to the text and are intended to provoke thought.

Appraisal

This program gives participants an opportunity to get acquainted with the classics and encourages the discussion of the ideas of the past as they apply to present-day problems. It offers a good introduction to and provides a potential stimulus for further reading. Since some of the readings are selections, however, they pose the problem of how adequate discussion can be when it is based on the reading of only a portion of the book.

The *Manual for Co-Leaders* is a very good practical guide for training discussion leaders. It stresses the importance of using questions to stimulate thought, defines the different types of questions, and indicates how and when to use them. The transcript of a discussion is very useful in analyzing the role of the leader in discussion.

Program Potential

This program is conducted in informal groups sponsored by libraries or other community organizations and can also be used by churches or clubs. High school clubs, literary societies, and college alumni groups have found it stimulating.

Bibliographic Note

Available from the Great Books Foundation, 307 N. Michigan Ave., Chicago, Illinois 60601.

GREAT DECISIONS

The GREAT DECISIONS program is intended to review some of the important decisions Americans face as a nation in the present world situation, and to encourage them to think through, discuss, and make up their minds about crucial problems of the United States foreign policy.

Description

Great Decisions is an annual program sponsored by the Foreign Policy Association. It provides for eight weekly meetings on eight crucial foreign policy topics each year and, while it can be used at any time, special newspaper, radio, and television support is available in February and March. Discussion is based upon a booklet which provides background articles, discussion questions, suggested readings on each topic, and general discussion suggestions for leaders and participants. Each article gives the historical background of the question, an analysis of its social and economic aspects, and its relation to U.S. foreign policy. The articles are illustrated with pictures, cartoons, maps, and charts.

Each participant receives an *Opinion Ballot* to be filled out after each discussion. These are sent to U.S.

senators and representatives, the State Department, or local newspapers, depending on the decision of the local sponsors. Free promotional materials as well as organization and publicity guides are available.

The choice of topics depends on the important issues of the year. Those for 1969 are typical:

1. Czechoslovakia, Russia, and Eastern Europe
2. Canada under Trudeau
3. Africa, Asia, and the Development Decade
4. Southeast Asia
5. Western Europe and the U.S.
6. Cuba—The Castro Decade
7. The Middle East Tinderbox
8. Dissent, Democracy, and Foreign Policy

Appraisal

The topics selected for discussion are timely and important and the readings give a variety of points of view on the issues and problems of foreign policy in the United States. The materials are nonpartisan and nonpolitical in presentation but place great stress on the need to be informed, to have an opinion, and to express that opinion where it counts. The opinion ballots provide an opportunity for the participant to make judgments and to express them.

The readings are brief, concise, and factual. Because they are so concentrated, they require background and real interest from the concerned participant. The graphs and charts are clear, authoritative, and informative; the maps are simple and easy to read; the cartoons are clever, witty, and pointed.

The suggested readings of about a dozen titles for each topic include books, pamphlets, and magazine articles, with annotations describing and evaluating the materials and giving the source. The questions are phrased to encourage thinking about the basic issues as well as current problems and trends.

The advantage of the Great Decisions program is that it presents the background material in condensed form; the disadvantage, that some complex issues must be oversimplified. On the whole, it is a valuable program to stimulate interest in world affairs.

Program Potential

This program can be used with a variety of groups, world affairs councils, high school political clubs, labor unions, libraries, YMCA's, and YWCA's. The program would be especially valuable to newspaper readers since it provides a good background for current affairs.

Bibliographic Note

Great Decisions . . . 1969. Foreign Policy Association, 345 E. 46th St., New York, New York 10017. $2.50 each. Discounts for quantities of 10 and more copies.

Staging Great Decisions, a Guide to Community Programming; Publicity and Promotion Guide; and other material free when a community program is planned; promotional material free in limited quantities. Foreign Policy Association.

THE IMMOVABLE MIDDLE CLASS

THE IMMOVABLE MIDDLE CLASS is a program to help members of the group recognize and reappraise individual attitudes and concerns in approaching the problems of poverty, prejudice, and cultural deprivation.

Description

The material for the program consists of reprints of magazine articles and a *Discussion Leader's Handbook,* to be used in a series of three sessions: *"Poverty and Prejudice"; "Better Schools for Whom?"*; and *"The Neighborhood—Crucible of the Future."*

The leader's guide suggests ways to present and use the program. The introductory material for each session is delivered by three speakers: the leader and two readers. The group is then divided into small eight to ten member seminars for discussion. The guide also suggests issues for discussion and includes questions for stimulating thinking and examining attitudes. Steps for action are to be initiated by the participants.

The reading materials are by authorities in each field. They are brief, an entire section totaling not more than twenty pages.

Appraisal

This is an effective program to help people recognize the need to understand the problems considered and to mobilize their efforts to take effective action. The program stresses individual responsibility. The presentation of the material by readers from the group is an effective way to use their talents and will stimulate interest.

The program was designed as a workshop, but the material can also be used in a study-discussion program. The leader's guide is useful in suggesting methods of presentation. It shows the need for holding the interest of the group by a variety of methods, including the use of hypothetical situations and case histories. The questions are provocative, discerning, and pointed.

Although the program was published in 1964, the problems and the point of view are still timely and the materials useful. However, as it deals with areas in which a great many books and articles are appearing, additional references could be located easily and would enhance the discussion.

Program Potential

Churches, women's clubs, labor unions, and libraries will find this a useful program both in presentation and content. It can be used by any group seriously interested in understanding the member's personal responsibility in relation to many controversial problems.

Bibliographic Note

The Immovable Middle Class: 1964-65 School for Community Action. National Council of Jewish Women, 1 W. 47th St., New York, New York 10036. 2 parts in offset. $1 for the packet.

A. *Readings and Homework;* reprints of articles for background reading. 42p.

B. *Discussion Leader's Handbook,* by Susie Berg Waldman, under the direction of a joint subcommittee of the Public Affairs and Community Services Committees of the National Council of Jewish Women. 46p.

ISSUES OF THE SIXTIES

ISSUES OF THE SIXTIES is a program designed to present the major issues facing America in the national and international fields and to consider our ability to cope with them.

Description

The materials for the program consist of a book of readings, *Issues of the Sixties, Second Edition, 1965-1970,* edited by Leonard Freedman, and a *Discussion Leader's Guide and Instructor's Manual,* also by Dr. Freedman, who is Associate Director of the Extension Department of the University of California in Los Angeles. The program is designed for ten sessions with readings of from twenty-five to fifty pages for each.

The selections deal with issues on the national scene—the impact of science and technology, poverty and the affluent society, civil rights and the Negro, conflicts in urban life, and on the international scene—communism and coexistence, the rich and the poor nations, war and peace, nationalism and internationalism. In the last section, they are concerned with the American capacity to respond in terms of our governmental institutions and the attitudes and values of the American people.

Each section has a brief introduction on the principal issues, and notes on the readings which point up the diversity of opinions on the topic. The collection includes parts of books and magazines, Congressional hearings, government documents, official statements, and speeches, each identified as to author and source.

The leader's guide provides some general comments on the selection of the readings, a brief review of each chapter to indicate the major issues, and questions and statements for discussion. It also gives instructions for discussion.

Appraisal

The topics chosen present problems that are significant and timely and the material represents a broad range of thought and diversity of opinion. The guide provides provocative questions and statements to encourage discussion and the suggestions for leaders are helpful.

Program Potential

This program can be used by well-informed adult groups in churches, service organizations, extension classes, labor unions, library discussion groups, and the YMCA and YWCA.

Bibliographic Note

Book: *Issues of the Sixties, second edition: 1965-70,* edited by Leonard Freedman. Wadsworth Publishing Company, Inc., 10 Davis Dr., Belmont, California 94002. c1965. 414p. $4.75 (paper).

Guide: *Discussion Leader's Guide and Instructor's Manual for Issues of the Sixties, second edition: 1965-1970,* by Leonard Freedman. Wadsworth Publishing Company, Inc. c1965. 42p. 50¢.

Discount policy—Orders placed by or through libraries: 1-19 copies: 10 per cent discount, F.O.B. point of shipment; 20 or more copies: 20 per cent discount, F.O.B. point of shipment.

Orders placed by individuals: 1-19 copies: no discount, F.O.B. point of shipment; 20 or more copies: 20 per cent discount, F.O.B. point of shipment.

NOTE: *No discounts available on Instructor's and Discussion Leader's Manual.*

JEFFERSON AND OUR TIMES

The purpose of JEFFERSON AND OUR TIMES is to encourage the exploration of the ideas of individual liberty in the light of the problems of the past and their meaning for the present.

Description

The program is based on a series of recorded dramatizations from the life of Thomas Jefferson, each dealing with one aspect of freedom. The records may be used individually or in a series of ten programs. A discussion guide is available.

The topics and recordings that illustrate them are:

1. The Everlasting Struggle for Freedom. Recording: *The Living Declaration.*
2. Freedom of Religion. Recording: *Divided We Stand.*
3. Scientific Freedom. Recording: *Light and Liberty.*
4. Economic Freedom. Recording: *Freeing the Land.*
5. Freedom of the Press. Recording: *The Experiment of a Free Press.*
6. Freedom of Opinion. Recording: *The Danger of Freedom.*
7. The Nature of Revolution. Recording: *The Democrat and the Commissar.*
8. Fair Trial. Recording: *The Ground of Justice.*
9. Man's Right to Learn. Recording: *The University of the United States.*
10. Leadership in a Free Society. Recording: *Nature's Most Precious Gift.*

The discussion guide includes the elements of a good discussion, a statement on the character of the programs, a brief sketch of Thomas Jefferson's life, a chronology of the times, and a guide to each of the recordings. The helps for each discussion provide the argument, an historical note, suggested questions, and a list of readings. The texts of the *Declaration of Independence* and the *Alien and Sedition Acts of 1798* are included for reference purposes.

Appraisal

These excellent recordings dramatize some of the most significant questions concerning democratic values and heighten interest by using well-written scripts and the talents of professional actors. The material has historical authenticity and relates the issues to the present day. It will arouse interest and stimulate discussion about the problems presented. This is an illuminating and provocative program with relevance to current problems.

Program Potential

The recordings can be used with many groups. YMCA, YWCA, youth, church, and adult groups interested in our democratic institutions or in an exploration of the meaning and values of freedom will find them useful, as will labor unions, library community groups, men's service organizations, and women's clubs.

Bibliographic Note

Recordings: *Jefferson and Our Times:* an album of five 12" 33⅓ rpm records. Indiana University, Audio-Visual Center, Bloomington, Indiana 47405. Purchase $12.50 (Not available on rental basis)

Series of Study-Discussion Programs for Jefferson and

Our Times, prepared by Dumas Malone. American Foundation for Continuing Education, Box 219, Aspen, Colorado 81611. c1955. 72p. *Sold with the following: Jeffersonian Heritage,* edited, and with an introduction by Dumas Malone; originally a series of radio programs. American Foundation for Continuing Education. c1953. $2 with the above; 20 per cent discount on orders of ten or more.

METROPOLIS—VALUES IN CONFLICT

The purpose of METROPOLIS—VALUES IN CONFLICT is the exploration of the characteristics, problems, and conflicting values found in urban life.

Description

The materials for the program include a book of readings, a series of eight half-hour films, and manuals to use with both. The program can be used as a reading-discussion, a film-discussion, or a reading-viewing-discussion program. The films can be used as a series or individually in a single program on a specific topic.

The book, *Metropolis—Values in Conflict,* is divided into four parts, and deals with the underlying values now in conflict, the physical environment, social issues in urban life, and the governing of the metropolis. It includes background on the origin and growth of cities, and articles by recognized authorities which give conflicting views on the metropolis, suburbia, urban planning and design, automobiles and the mass transit problem, housing, urban immigration, slums and crime, politics and the power structure, and government jurisdiction and financing. The selections are identified by source, date, and authority.

Readings, ranging from twenty to forty pages, are suggested for each of eleven sessions. The leader's guide to the book is arranged by topic with a brief note on the purpose of each chapter and the selection of the material. The variety of opinions is pointed out and questions are suggested to stimulate discussion of the various viewpoints. The introductory portions provide guidance for discussion leaders.

Metropolis—Creator or Destroyer? is the title of the series of films which were produced for National Educational Television. They are:

"How to Look at a City." This is an examination of the concepts and values used in "The Run from Race."

"The Run from Race." This questions the redevelopment project in Philadelphia in the light of the drives that motivate the flight from the inner city. A Negro minister, a realtor, and a salesman show why the whites run, while a white sociologist and a city planner defend the redevelopment project.

"The Fur-Lined Foxhole." This film explores the social and aesthetic values of suburbia and the problems with which escape from the city confronts the suburbanite.

"Private Dream—Public Nightmare." This film points out the need for a planned community by showing how private home building, uncontrolled, has produced public disorder.

"How Things Are Done." The film shows the complexities of urban redevelopment planning as illustrated in a rundown industrial area in New York City. It reflects the conflict between the needs of industry and those of the neighborhood in the use of urban space.

"What Do You Tear Down Next?" This presents the problem of preserving a neighborhood's traditional way of life and the need to provide a sensitive approach to urban renewal.

"How to Live in a City." Eugene Raskin examines the physical and architectural arrangements needed to retain the charm of an old city and explains the effective use of open space to make it a good place to live.

"Three Cures for a Sick City." The film deals with the problems of urban renewal as found in three different plans used in Washington, D.C. It stresses that there is no single answer to the problems of a community.

The *Viewer's Guide* is arranged for an eight-session program using the films in sequence to relate the issues and provide a background for continuing discussion. It introduces each film by giving a brief overview of the points of view presented, suggests related readings in the book, and gives questions to provoke discussion.

The *Utilization Manual* describes the whole program and identifies its planner, the University Council on Education for Public Responsibility. It notes the availability of the materials, suggests activities, and outlines a timetable for the program.

Appraisal

The subject matter is concerned with one of the most important and urgent problems of our day. The materials in the book were selected to provide an understanding of the scope and depth of the problems that need to be considered in this conflict of values and interests. The selections represent the views of distinguished authorities and the great diversity of thought, ideas, and practice on the subject of urbanism.

The guide to the book gives the leader helpful suggestions and provocative questions, with constant reference to the individual and the local situation.

The films were carefully planned and produced to present the experiences of various communities and to show how some communities have dealt with the problems. In some of the films, however, the need to compress so much into a short time has caused a blurring of the "issues in conflict."

The *Viewer's Guide* provides helpful outlines of the issues and suggests questions to provoke thought. The use of the suggested readings for each session gives a relevant and factual background for discussion.

Program Potential

The reading program will be of especial interest to architects, city-planners, city officials, civic leaders, and the concerned public. The readings require some background knowledge of the field for the most effective use.

The films present the problems in a form that will encourage discussion in churches, labor unions, service organizations, women's clubs, and community library groups.

Bibliographic Note

Book: *Metropolis: Values in Conflict,* edited by C. E. Elias, Jr., James Gillies, and Svend Riemer. Wadsworth Publishing Company, Inc., 10 Davis Dr., Belmont, California 94002. c1964. 326p. $4.75. (see note below)

Manual: *Instructor and Discussion Leader's Manual* for *Metropolis: Values in Conflict,* by Leonard Freedman, Wadsworth Publishing Company, Inc. c1964. 35p. 50¢.

Films: *Metropolis: Creator or Destroyer?* Eight half-hour television films, prepared by the National Educational Television (NET), 10 B Columbus Circle, New York, New York 10019. For broadcast by an educational or commercial station, there is a fee of $10 per program under contract with NET. The entire series of films may be obtained from NET, or from Indiana University, the Audio-Visual Center, Bloomington, Indiana 47401. Rental rate is $5.40 per film for use for a period of one to five days. Purchase price is $125 per film, and prints may be obtained for purchase consideration. 1964.

Guide: Viewer's Guide to *Metropolis: Creator or Destroyer?* by Henry T. Lipman. NET, Department of Program Utilization. 1964. 16p. 20¢.

Manual: *Utilization Manual for Metropolis: Creator or Destroyer?* NET, Department of Program Utilization. n.d. 22p. 30¢.

NOTE: *Wadsworth reports that a new work on this topic is scheduled for spring 1969.*

MYSTERY OF MATTER

Mystery of Matter "is designed to provide a background for understanding the problems and implications of the atomic age. . . . The book deals with the very smallest features of our physical world and shows how scientific concepts were developed to account for the nature of both living and non-living matter." It "examines some of the philosophical implications of man's investigation of the nature of matter, such as the rise of materialism and the new non-mechanical aspects of reality which are beginning to emerge from modern physics." (Preface.)

Description

The program is based on a book of selections from the original writings of the most important scientists, from early discoverers to those of the present day. The readings are arranged in eleven parts: "Can Matter Be Measured?" "Is Matter Infinitely Divisible?" "Is Matter Substance or Form?" "What Is the Secret of Atomic Energy?" "Is the Universe Asymmetric?" "What Is the Origin of Living Matter?" "Is Living Matter Immortal?" "Does Order Arise from Disorder?" "What Is Life?" "Will Fallout Affect the Course of Evolution?" "Is Science Destroyer or Creator?"

In each section an introductory essay is followed by descriptive and expository analysis of the scientific concept, and by articles expressing a variety of opinions on the religious, philosophic, and social aspects of the subject.

The material is planned for use in eleven sessions, each based on from fifty to sixty pages of the reading material, which includes charts, tables, graphs, diagrams, and cartoons. Footnotes identify the sources of the material. There is a section giving brief biographies of the contributors. A glossary of terms and an index are included. For each part there is a list of questions to consider and a list of books for further reading.

This book is the second in an American Foundation for Continuing Education project entitled "The Citizen and the New Age of Science." The first book in the series is *Exploring the Universe.*

Appraisal

The readings present authoritative information on important issues of our day as they are related to the physical sciences and the atomic age. A variety of views presented by outstanding thinkers and scientists indicates the scope and importance of each problem. The topics pose questions of deep concern to the general public, but the material presupposes some background in the sciences. The questions are provocative and pertinent and will encourage thoughtful discussion.

Program Potential

This program is suitable for advanced science readers and mature adults in science clubs, engineering and scientific societies, university extension courses, adult education organizations, service clubs, and churches. Young people will find it a challenging experience.

Bibliographic Note

Book: *Mystery of Matter,* edited by Louise B. Young. Prepared by American Foundation for Continuing Education. Oxford University Press, 16-00 Pollitt Dr., Fair Lawn, New Jersey 07410. 1965. 712p. $7.50. 20 per cent discount on orders of 10 or more.

NATIONAL PURPOSE, AMERICA IN CRISIS: AN URGENT SUMMONS

The purpose of the program NATIONAL PURPOSE, AMERICA IN CRISIS is to dispel the growing complacency in American life and to encourage concern about our national purposes and goals.

Description

The program is arranged for ten sessions of two hours each, based on a series of articles in *Life Magazine* for May and June 1960, written by ten outstanding Americans. The articles are collected in a book and there is an *Administrator's Manual and Discussion Guide.*

The articles and their authors are: "The Noble Framework for a Great Debate" by John K. Jessup; "Extend Our Vision—To All Mankind" by Adlai Stevenson; "We Have Purpose—We All Know It" by Archibald MacLeish; "Turn the Cold War Tide in America's Favor" by David Sarnoff; "Man Must Be Changed Before a Nation Can" by Billy Graham; "Can We Count on a More Dedicated People?" by John W. Gardner; "We Must Show the Way to Enduring Peace" by Clinton Rossiter; "No Highway to High Purpose" by Albert Wohlstetter; "Our History Suggests a Remedy" by James Reston; and "National Purpose" by Walter Lippmann. Each is from fifteen to twenty pages long. The appendix supplies brief biographical material about the authors.

The manual provides suggestions for organizing the group and information on the skills needed in leading discussion. It contains questions for study and for the leader, hints for members of the group, and a checklist to help the leader evaluate the group. It suggests that the program may be arranged as a reading-reaction-discussion session, in which someone in the community or a member of the group may be invited to "react" to start discussion.

Appraisal

The articles were written by thoughtful and distinguished persons from a background of long experience and deep concern about our national interests. The authors review the fundamental beliefs and basic purposes of this nation in the light of the reasons for its present complacency and lack of purpose. The wide differences of opinion are evident in the approach of each to what he feels is the cause of these attitudes and in his suggestions for restoring citizen interest and action in national affairs.

The manual gives helpful ideas for organizing discussion groups and suggested questions for the discussion leader. The questions relate to the ideas of each of the authors but do not make any attempt to compare the views expressed.

Program Potential

This program will be of interest to a great variety of groups: churches, labor unions, libraries, current events clubs, and men's service organizations.

Bibliographic Note

Book: *National Purpose, America in Crisis: an Urgent Summons.* Holt, Rinehart and Winston, Inc., 383 Madison Ave., New York, New York 10017. 1960. 146p. $2.95; $1.50 (paper).

Manual and Guide: *Administrator's Manual and Discussion Guide,* prepared by the Staff of the Bureau of Special Continuing Education, New York State Education Department, Albany, New York 12224.

A NEW CHINA POLICY: SOME QUAKER PROPOSALS

The program A New China Policy is designed to stimulate informed and responsible debate concerning the American attitude toward China.

Description

The materials for this program include a pamphlet, *A New China Policy: Some Quaker Proposals,* reprints of articles from a variety of periodicals, and a study guide. It was planned for a series of six discussions but can be adapted to any given situation.

The basic pamphlet presents Quaker proposals for specific steps toward a settlement of the problem of recognition of Communist China. It includes a map and a chart of the voting record on the question in the United Nations Assembly.

The articles present a variety of viewpoints on both Nationalist and Communist China, usually by people who have been in the Chinas and were able to interview Chinese people in various walks of life.

The study guide contains hints for discussion leaders, states the goal of the program, gives a brief analysis of the group process, and suggests questions on the pamphlet. In addition, it lists supplementary reading and three films, with descriptive information and sources for rental or purchase.

Appraisal

The material selected is concise, clear, and authoritative, directed toward an understanding of present-day China, much of it of the kind which does not usually appear in the popular magazines. The carefully-reasoned essays give ample scope for discussion of a very controversial issue.

The study guide contains helpful information for the discussion leader and challenging and provocative questions on the issues. The list of films and readings will be useful for further study and discussion.

Program Potential

This program can be used by a variety of groups, and the reading material is geared to the general reader. Political and current events clubs, League of Women Voters groups, service clubs, YMCA's, YWCA's, and youth organizations will find it helpful.

Bibliographic Note

Packet: *China Study Kit.* Peace Education Division, American Friends Service Committee, Inc., 160 N. 15th St., Philadelphia, Pennsylvania 19102. 1965. $3.95.

Book: *A New China Policy.* Yale University Press. 1965. $3 (cloth); 95¢ (paper); included in the kit but also available separately from the American Friends Service Committee.

ONE TO GROW ON

The purpose of One to Grow On is to alert parents and communities to safety hazards and to focus attention on procedures that PTA's can use to secure community action on problems affecting children.

Description

Discussion is based on material presented in a slidefilm, accompanied by narration on a recording and the text of the narration. A guide for discussion and a pamphlet, *When Parents Study Their Jobs: Techniques for PTA Discussion Groups* are available.

The slidefilm tells the story of the safety chairman of a PTA who is alarmed when he hears that a new highway is to be built facing the school. It presents the step-by-step procedure necessary to get information about the highway, contact city officials, and organize a citizens' committee to urge a city-wide plan for safety.

The discussion guide includes a sample introduction for the program, a set of discussion questions, and instructions for showing the slidefilm. The pamphlet on techniques presents ways of organizing study-discussion groups. It tells how to create interest and find leaders, describes the role of the teachers and the role of the participant, and gives rules for discussion.

Appraisal

The slidefilm describing how to organize to get action on important community projects is elementary but informative. It would be especially useful to show beginners how to get the cooperation of officials and other groups.

The leader's guide has a very helpful set of questions. It includes suggestions for the use of role-playing for additional stimulation of discussion and tells how to handle problem situations.

When Parents Study Their Jobs is an excellent pamphlet on how to organize and conduct discussion groups.

Program Potential

The program would be useful for inexperienced groups in churches, libraries, women's clubs, and PTA's.

Bibliographic Note

Slidefilm: *One to Grow On:* in color, with accompanying narration on a 12-inch recording (33⅓ rpm), copy of narration, and guide for discussion. National Congress of Parents and Teachers, 700 N. Rush St., Chicago, Illinois 60611. 1964. 15 min. $6.50 including instructions for showing slidefilm.

Guide: *Guide for Discussion* (separately). 1964. 15¢.

Pamphlet: *When Parents Study Their Jobs: Techniques for PTA Discussion Groups.* PTA. 1961. 80p. 75¢.

PARENTHOOD IN A FREE NATION

PARENTHOOD IN A FREE NATION is planned "to help parents acquire knowledge of how children grow and develop, gain increased understanding of their children's needs at various ages, and develop greater insight into their own changing parental roles." (Foreword.)

Description

The program is based on three volumes in the *Parenthood in a Free Nation* series prepared by Dr. Ethel Kawin. The author has been Director of the Parent Education Project of the University of Chicago, and has worked with children at the Illinois Institute for Juvenile Research and as a consultant for the Chicago Public Schools. There is a manual for leaders and participants available. The basic course is designed for eight meetings, but ten meetings including a summary and evaluation session are preferable.

The first volume deals with the need for a basic understanding of the development of children in order to prepare them for mature, democratic living. Each chapter includes "questions for reflection" or "questions to ponder" and a list of suggested readings in paperback books and pamphlets.

Volume 2 describes the physical, mental, and social-emotional development of children from birth to nine years and relates the basic concepts to those years. Volume 3 treats the development of boys and girls from nine through the teens in the same manner. It also presents the five major challenges that must be met during those years if the transition from childhood to adulthood is to be successfully completed.

The *Manual* is designed to help leaders and members conduct group discussions and maintain an on-going parent education program. Its suggestions are the result of an eight-year experimental program conducted by the University of Chicago and the American Foundation for Continuing Education.

The manual has three parts. Part I tells parents how to get a study-discussion program started and how to conduct it. Part II deals with training leaders and giving them in-service supervision and guidance, and Part III tells how to organize a community-wide parent education program and how to evaluate it.

The appendix includes a general guide for film discussion leaders, suggested outlines for discussion of recommended films appropriate for the study of each age group, suggested films for use with age-period courses, and a working guide for organizing the program.

Appraisal

The program contains excellent material carefully arranged. It was prepared for use by parents but would be valuable for anyone working with or interested in children. The use of telling incidents, case histories, and anecdotes gives life and meaning to the readings.

Though the level of the writing is geared to the parent with an advanced background, it can be used with the "average" parent. In a group situation, most parents will gain a better understanding of themselves and their children.

Vivid, perceptive, and witty sketches of parent and child add a light touch to a practical, sound, and thoughtful program.

Program Potential

Parents, teachers, social workers, PTA groups, camp and vocational counsellors will find this valuable.

Bibliographic Note

Books: *Parenthood in a Free Nation* Series, by Ethel Kawin

Vol. 1.—Basic Concepts for Parents. 207p. $2.

Vol. 2—Early and Middle Childhood. 303p. $2.75 (out of print at publishers; inquire Purdue Educational Research Center)

Vol. 3—Later Childhood and Adolescence. 338p. $3. Macmillan Company, 866 Third Ave., New York, New York 10022. 1963.

Manual: *Manual for Group Leaders and Participants.* Purdue Educational Research Center, Purdue University, Lafayette, Indiana 47907. 1955-65. $1.95; 20 per cent discount on 10 or more.

PLAYS FOR LIVING

PLAYS FOR LIVING are dramatizations of family and community problems designed to stimulate discussion that will promote intelligent action by individuals and groups.

Description

This series of plays was sponsored by the Family Service Association of America and was written by professional playwrights in cooperation with authorities in various fields of social welfare and health. Each play deals with a different facet of human relations as they concern children, parents, old folks, and the community in general. New titles are added frequently.

The cast of the plays is small, usually four to six people; costumes and props are simple, and no scenery is necessary. A diagram of the setting is given in each play. Beyond a 50-mile radius from New York City, performances by local players, amateur or professional, is encouraged. In New York City a professional cast is available for a special service fee.

Each play takes about a half-hour and is to be followed by a discussion period. A guide for discussion leaders included with each play gives the role of the leader and the purpose and method of leading discussion, with questions to stimulate thinking about the problems considered. Because of the nature of the materials, it is suggested that the leader or a resource person come from the field of medicine, nursing, health education, or mental health.

The Plays (a partial list)

"Apples for the Teacher" by Nora Stirling. A play about a young, idealistic fifth-grade teacher trying to do a good job with children from diverse backgrounds.

"Boys at Large" by Nora Stirling. A portrayal of three boys in trouble shows that differing causes for juvenile delinquency need different treatment.

"The Children Are Listening" by Barbara Kay Davidson. How prejudice in the family is transmitted to children.

"Choice to Make" by Nora Stirling. A play about the need for older people to understand and seek assistance in adjusting to a new way of life.

"The Day the Sky Went to School" by Nora Stirling. About the lack of communication between children and parents, and parents and the school.

"The Door Is Open" by Stephen Chodorov. The story of a successful businessman who is recovering from a stroke and the problems of adjustment on the part of his family and employer.

"Ever Since April" by Nora Stirling. A dramatization of the problem of retirement that suggests the need for a fresh approach.

"Eye of the Hurricane" by Nora Stirling. When their 10-year-old son begins to steal, the parents turn to a family caseworker for help.

"The Green Blackboard" by Nora Stirling. The effect on children when parents press them to perform beyond their capacities.

"Heart of the House" by Nora Stirling. A presentation of the need for a counsellor to help keep a home together when the mother is disabled.

"Hello and Goodbye" by Elizabeth Blake. Helping children grow into mature adults by knowing when to let them make their own decisions and live their own lives.

"The Long View" by Nora Stirling. A businessman finds that his paternalistic attitude toward the home for wayward children started by his father is hopelessly out-of-date and, with the help of a social worker and his secretary, begins to see the need for changes.

"Night of Reckoning" by Nora Stirling. A play about the need for additional hospital service and the responsibility of the community and its members.

"Person to Person Call" by Virginia Coigney. A dramatization of the special value and need of the volunteer in our society.

"The Picnic Basket" by Nora Stirling. A account of the difficulties facing a former mental patient returning to the everyday world of work and play.

"The Pink Telephone" by Nora Stirling. The story of a family forced to go on relief shows the need for understanding the work of the Aid to Dependent Children program.

"Present Pleasure" by Nora Stirling. The foster parent program and what it can mean to the neglected child and the adoptive parents.

"These Are Not Children" by Jerome Alden. A presentation of the problem of letting the retarded child go out on his own when he is ready for independent action.

"Ticket to Tomorrow" by Nora Stirling. A discussion about parent-teenager relationships in which the parents learn to respect the teenager and his willingness to assume responsibility.

"To Temper the Wind" by Elizabeth Blake. How a homemaker helps keep a family together during a crisis when the mother is ill.

"A Shirt a Size Too Small" by Barbara Kay Davidson. A play to stir public awareness of the need for improvement in the treatment of crime and delinquency in the United States.

"The Sweet Potato Vine" by Barbara Kay Davidson. A play about the problems of an unmarried mother, misconceptions about girls in this position, and the aid available from case workers.

"The Uprooted" by Basil Boyea. A presentation of the problems of families on the move, without legal residence, and with no place to turn for aid.

"You Never Told Me" by Nora Stirling. A dramatization of the need of teenagers who date for a frank relationship with their parents and for the truth about venereal disease.

Appraisal

These convincing dramatizations of some common problem situations and their use in presenting the problem areas for consideration provide a productive method for exploring sensitive points in human relations.

Program Potential

The plays, as a group or singly, can be used by parents' groups, churches, YMCA's, YWCA's, and social agencies. They may be performed by and for joint meetings of parents and children. Community leaders, teachers, and members of boards of private and public agencies can use them for effective presentation of the problems under discussion.

Bibliographic Note

Plays for Living, a Division of Family Service Association of America, 44 E. 23rd St., New York, New York 10010. To perform the plays a royalty of $3 is charged unless otherwise designated in the script. A look-see script is usually $2 unless otherwise noted. A brochure listing the plays is available from the above address on request. Each play includes suggestions for discussion.

THE POWER TO GOVERN: AN EXAMINATION OF THE SEPARATION OF POWERS

The purpose of THE POWER TO GOVERN is to discuss the principle of the separation of powers and to consider whether it is still adequate for the people in the atomic age.

Description

The program is based on a book of selections prepared by Peter H. Odegard and Victor G. Rosenblum, professors of political science in the University of California at Berkeley and Northwestern University, respectively, and a recording.

The issues presented are: the governing of power; the division of functions in government; the judicial power; the executive power; the legislative power; interaction among powers: domestic issues; interaction among powers: foreign issues; separation of powers and administrative agencies; separation of powers and civil liberty; separation of powers: alternatives and evaluation. Each section is preceded by a brief introduction to the topic

pointing up the issues, presenting questions, and referring to the recording.

The materials selected include excerpts from court cases, Congressional reports, Supreme Court decisions, presidential messages, and portions of books on government. Each of the cases is fully identified. The book can be used without the recording, which consists of dialogues between the authors covering additional aspects of the topics and insights on the political concepts of American government.

The program is arranged for ten sessions with readings of from twenty-five to thirty-five pages for each. It was conceived to follow the "Great Issues in American Politics."

Appraisal

This is an important study of the changing conceptions of American political power as they are reflected in the evolution of the attitudes of the people. The use of court cases is helpful in presenting the issues that confront the government and in showing the complexity of the problems.

The questions at the beginning of each section are provocative, stimulating, and vital for the present day.

Program Potential

This program can be used by churches, labor unions, political science clubs, business groups, League of Women Voters units, and library community groups.

Bibliographic Note

Book: *The Power to Govern; an Examination of the Separation of Powers in the American System of Government,* by Peter H. Odegard and Victor G. Rosenblum. American Foundation for Continuing Education, Box 219, Aspen, Colorado 81611. c1957. 302p. $1.25 (paper) with a discount of 20 per cent on orders of 10 or more.

Recording: *The Power to Govern:* one 12-inch recording. Indiana University, the Audio-Visual Center, Bloomington, Indiana 47401. $3 purchase.

PREJUDICE, MENTAL HEALTH AND FAMILY LIFE

PREJUDICE, MENTAL HEALTH AND FAMILY LIFE was designed to focus attention on the relation of prejudice, mental health, and the family in order to understand and control the social consequences of prejudice.

Description

The program is based on a pamphlet written by Dr. Nathan W. Ackerman, who worked on the "Studies in Prejudice" project sponsored by the American Jewish Committee and a *Leader's Guide for Group Discussion,* prepared by Dr. Ackerman.

The material can be used in a single program or for a series based on reading and discussion of the books recommended in the bibliography.

The pamphlet is a concise presentation of the problems of prejudice and mental health as they relate to the family. Beginning with a definition of the terms in the title, the author analyzes various aspects of behavior in the family that affect the attitude of children toward themselves and others. He compares five different patterns of family relations that breed prejudice, suggesting attitudes and actions that can help families toward healthy relations.

The *Leader's Guide* gives a brief resume of the ideas in each section, pointers for parents, and case histories. These are followed by questions to stimulate discussion on a variety of behaviour problems that lead to attitudes of prejudice.

Appraisal

The brief but authoritative pamphlet shows that the underlying basis for the beginning of prejudiced attitudes in children lies in home situations. Using case histories and home situations, the author points out behavior patterns that it will be helpful for parents, teachers, and social workers to understand.

The *Leader's Guide* offers suggestions and questions that will help develop understanding of the relation of prejudice to mental health and of the way to build attitudes that can lead to healthier family relations.

Program Potential

Beginning groups concerned with child study and development, advanced groups in PTA's, and community leaders will find the program useful. It will be more meaningful if a resource person from the fields of social welfare or mental health is present.

Bibliographic Note

Pamphlet: *Prejudice, Mental Health and Family Life,* by Dr. Nathan W. Ackerman. American Jewish Committee, Institute of Human Relations, 165 E. 56th St., New York, New York 10022. 1962. 26p. 50¢. $35 a hundred.

Guide: *Leader's Guide for Group Discussion of Prejudice, Mental Health and Family Life,* by Dr. Nathan W. Ackerman. American Jewish Committee. 1962. 29p. 15¢; $12.50 a hundred.

READINGS IN ECONOMICS AND POLITICS

The purpose of this program is to delineate significant issues in economics and its relation to politics.

Description

The program is planned for eleven sessions, each based on a section of from fifty to seventy-five pages in *Readings in Economics and Politics,* edited by H. C. Harlan. "How Should a Responsible Businessman Conduct His Business?" contains brief introductory quotations. The remaining sections are: "Farm Problems"; "Competition, Efficiency, and Freedom"; "Capital, Enterprise, Land, and Labor"; "Prices, Profits, Wages, and Unions"; "Property and Taxes"; "Money, Banking, and Monetary Policy"; "Tax Reform, Gold, and Ideology"; "Monetary Policy, Fiscal Policy, and Depression"; "Employment, Stability, and Growth"; "Economic Foreign Policy"; and "Ends, Economics, and Politics."

The collection contains documents, articles, fiction, essays, and selections from books, with a note at the beginning of each article giving its source and date. The readings show the divergent views of authorities in the field, among them Adam Smith, Peter F. Drucker, Philip Murray, Walter Lippmann, Carl Sandburg, Thomas Wolfe, John Kenneth Galbraith, Sumner H. Slichter, William Graham Sumner, Hans J. Morgenthau, Barbara

Ward, Lester Pearson, and Henry Thoreau. A list identifies each author's background, experience, and position.

Appraisal

The selections provide a broad view of the subject and show the importance of the interrelationship of politics and economics. The use of creative literature, such as essays and fiction, adds imagination and insight.

The clear and relevant views of many important people on significant issues are presented and arranged in a manner that will encourage group discussion, despite the fact that a guide is not available.

Program Potential

This program is for the advanced reader with an interest in the subject. University extension classes, political science clubs, teachers, and professional organizations will find it very useful.

Bibliographic Note

Book: *Readings in Economics and Politics,* second edition, edited by H. C. Harlan. Oxford University Press, 16-00 Pollitt Dr., Fair Lawn, New Jersey 07410. 1966. 775p. $2.75 (paper).

THE ROOT AND THE BRANCH: JUDAISM AND THE FREE SOCIETY

The purpose of THE ROOT AND THE BRANCH is to show how a knowledge of Jewish tradition can reveal ways of cherishing the ideals of liberty and appreciating diversity within the human race.

Description

The program is based on a book, *The Root and the Branch: Judaism and the Free Society* by Robert Gordis, Rabbi of Temple Beth-El in Rockaway Park, New York, Seminary Professor of Bible in the Jewish Theological Seminary of America, and consultant on religion for the Center for the Study of Democratic Institutions. A discussion guide was prepared by Max M. Rothschild.

The book seeks to explore the resources of the Jewish tradition in the quest for insights and attitudes that can help meet the challenges of today's world. It is a search for universal ways of dealing with the maze of problems deriving from religious divergences, racial differences, clashing national interests, and competing social philosophies.

The titles of the chapters are: "Jewish Tradition in the Modern Era"; "Judaism—Its Character and Content"; "Religious Liberty—Ideal and Practice"; "Ground Rules for a Christian-Jewish Dialogue"; "The Church, the State, and the Will of God"; "Religion and the Free Society"; "Religion in Education"; "Race and the Religious Tradition"; "Politics and Human Nature"; "Ethics and the Political Process"; "Nationalism and the World Community"; "Religion and International Relations"; "Natural Law in the Modern World." There is a general index as well as a special index of Biblical passages.

The *Discussion Guide* is arranged for fourteen sessions and provides notes on procedure. Questions on each chapter are suggested as is a list of readings from different points of view or references to quotations from other sources to assist the discussion. The references vary from the Midrash to the Pilgrim Codes of Plymouth Colony.

Appraisal

The material presupposes a Biblical background and some knowledge of the various religious faiths and is primarily for the mature person interested in reconciling faith with the social challenges of the age.

The suggestions for procedure are very helpful; the questions are provocative and related to present-day social issues.

Program Potential

Interested and advanced readers in churches, interfaith groups, YMCA's, YWCA's, YHA's, youth clubs, and PTA's will find this program helpful and it will be enlightening for United Nations organizations, school officials, ministers, and teachers.

Bibliographic Note

Book: *The Root and the Branch; Judaism and the Free Society,* by Robert Gordis. University of Chicago Press, 5750 S. Ellis, Chicago, Illinois 60637. 1962. 254p. $3.95.

Guide: *Discussion Guide to the Root and the Branch,* by Max M. Rothschild. B'nai B'rith Department of Adult Jewish Education, 1640 Rhode Island Ave., NW, Washington, D.C. 20036. 15¢.

WAYS TO JUSTICE

WAYS TO JUSTICE examines the problems of law and justice in primitive societies in order to get a better understanding of legal problems, justice, and human relations in the modern world.

Description

The program is planned for six sessions of two hours each based on a series of six dramatized case histories (on three records) and a guide. Each of the 30-minute recordings uses an incident from a primitive society to dramatize a problem of law and justice and to explain the origin and development of customs in various parts of the world. Each incident is introduced by Dr. Walter Goldschmidt of the University of California in Los Angeles and the recording ends with a brief comment and a question. The scripts are by Lister Sinclair.

The six programs are:

1. "Law Is People." Record: The Case of the Borrowed Wife.
2. "Law by Feud." Record: The Case of the Bamboo-sized Pigs.
3. "The Sources of Law." Record: The Repentant Horse Thief.
4. "The Quality of Justice." Record: Lion Bites Man.
5. "When Is a State?" Record: The Forbidden Name of Wednesday.
6. "The Ends of Law." Record: Laying Down the Law—Summary.

"Ways to Justice" was originally part of a series of thirteen radio dramas, collectively entitled *Ways of Mankind II,* developed in 1953 by the Committee for Adult Education of the National Association of Educational Broadcasters.

The guide contains an introduction, a statement of the rationale behind the series, and suggestions for group discussion. It includes an explanatory essay for each pro-

gram, questions for discussion, and the complete scripts of the recordings.

Appraisal

The recordings provide a fascinating exploration into the customs and folkways of primitive tribes from the Eskimos to the Ashanti and show that all societies have rules for the guidance of daily life. Their portrayal of differences in custom, law, and justice will help people learn to live together and give perspective for a better understanding of contemporary concepts of the law and courts.

The dramatizations are well-documented and professionally produced with authentic background music and folk singing.

The manual is extremely helpful. It gives authoritative background and provocative questions to consider, and includes the scripts for reference.

Program Potential

The excellent dramatizations of legal cases make this program usable with many different groups. Labor unions, churches, PTA's, youth organizations, and community library groups will find it stimulating.

Bibliographic Note

Recordings: *Ways to Justice:* an album of three 12" 33⅓ rpm records consisting of six half-hour dramatic record background essays prepared by Walter Goldschmidt, scripts written by Lister Sinclair.
Indiana University, the Audio-Visual Center, Bloomington, Indiana 47401. 1954. Purchase $7.50.

Book: *Ways to Justice;* an adult discussion program; with background essay for each of the programs and a general introduction (and guides) prepared by Walter Goldschmidt. American Foundation for Continuing Education, Box 219, Aspen, Colorado 81611. 1954. 103p. $1. (Paper) with a 20 per cent discount on orders of 10 or more.

ERIC Clearinghouse
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on Adult Education

Copies of this "Study Discussion Programs: a Guide for their Selection and Use" are available from the office of the Adult Services Division, AIA headquarters, 50 E. Huron Street, Chicago, Illinois 60611. Single copies are priced at 75¢; ten or more, 50¢ each. Payment with order is requested.